

An investigation of Iranian ESP teachers' beliefs attitudes and classroom actions

Omid Hatami

Master's Degree in English Language Teaching, Department of English Language,

Islamic Azad University, Maragha, Iran.

Abstract

The present study aimed at investigating Iranian in-service ESP teachers' beliefs and attitudes and the extent to which such beliefs exert influence on their classroom practices. A total of 22 ESP teachers took part in the study. The participants' beliefs and attitudes were elicited through a 30-item questionnaire on a Likert scale. In addition to the questionnaire, the participants were interviewed. The interview consisted of 8 questions which were mainly concerned with the teachers' actual classroom practices. Furthermore, in order to examine the ESP teachers' actions, observations were made at some regular interfaces. The results of the study indicated that the beliefs and attitudes ESP teachers' held with regard to different aspects ESP influenced their classroom actions. However, there were also discrepancies between teachers' beliefs teachers' beliefs and their actual classroom practices an issue which can be accounted for by several factors such as students' low general English proficiency, inappropriate materials, time limitation and etc.

Key words: actions, attitudes, beliefs, English for specific purposes (ESP).

Introduction

As the worlds' international language, English has become the primary means of communication among many disciplines and professions around the globe. This highlights the importance of English for specific purposes (ESP) and more particularly, the increasing concern for its subcategories; I.e. English for academic purposes (ESP). More importantly, Essen (2000) views ESP as one of the main purposes for the existence of English as an international language (EIL). As Widdowson (1997) puts it, "EIL and ESP are conterminous, - otherwise it would not have spread, otherwise it would not regulate itself as an effective means of global communication. Otherwise, there would, for most people be little point in learning it at school or university" (p. 144). In Essen's (2000) words, the emergence of English as an international language is more favored in specific contexts where English is used as a foreign language (EFL) or as a second language (ESL) or still as used for specific purposes(ESP).

Over the last five decades, ESP has evolved to become an increasingly important sub-discipline of applied linguistics and English studies. One rather clear indication of the current importance of ESP is provided by the Google Scholar Metrics rankings of humanities journals in the category 'English language & literature,' where English for Specific Purposes is ranked in number one position, followed by World English in second position. In contrast, the highest ranked journal dealing with descriptive English linguistics, English Language & Linguistics is placed in seventh position, and the highest ranked literature journal, Literature Compass, comes in number tenth position. Overall, the list of the top 20 journals in English language and literature are dominated by those dealing with ESP, English worldwide, and English in Education, with such traditionally prestigious literary journals as the Shakespeare Bulletin and Studies in the Novel occupying the lowest two slots. All of which, one may conclude, provides evidence of the palpable shift of English studies over the last half-century. ESP for its part has been adopting a wide range of approaches as it has developed in recent years, moving away from early focuses on grammatical features and register analysis towards an increasingly complex cluster of 'themes,' including assessment, corpus analysis, curriculum, discourse, genre, literacy, and professional development (Hyland & Jiang, 2021).

Of similar significance is the fact that many L2 students, regardless of their majority or linguistic backgrounds, try to learn English so they can become as close as possible to native speakers (NSs) as far as communication and fluent

speaking is concerned. Several scholars (e.g. Jenkins, 2000; Strevens, 1992) have highlighted this native-like competence as being a goal of English language teaching. In addition, the number individuals who feel they need English to further their education in ESL (English as a second language) contexts or to succeed in their profession is increasing at a considerable rate. Under such circumstances, ESP is getting much credit on the part of stakeholders, and teachers alike as one of the means through which they can satisfy most of language learning needs of students. English for specific purposes (ESP) is a growing branch of English as foreign language (EFL) instruction in Iran, as well. Teaching English for academic purposes (EAP); i.e., a subcategory of ESP has not attracted sufficient attention in Iran's tertiary education.

It is assumed that ESP teachers hold a repertoire of beliefs that may affect their attitudes and actions in real learning and teaching situations. A number of these beliefs are deemed as related to the nature of knowledge and the process of knowing. Certain other beliefs are strongly associated with teachers' conceptions of what efficient and promising classroom practices are.

Research questions and Hypotheses

Based on what was mentioned above, the following research questions were addressed in the present investigations:

1. What beliefs and attitudes Iranian ESP teachers hold with regard to different aspects of curriculum (I.e., materials, assessments, etc.)?
2. What is the nature of the teaching practices they put into use? What are the bases of ESP teachers' actual classroom, practices?
3. To what extent Iranian ESP beliefs and attitudes influence their teaching practices?

Based on the third research question just stated, the following hypothesis formulated.

H: there are no significant effects of Iranian teachers' beliefs on their teaching practices in the classroom.

Previous research on ESP teachers' beliefs

Today, ESP is firmly established as an important area of applied linguistics and English language studies, and research in this area has a strong following among educationalists, linguists, and language teachers worldwide. One measure of this is that the leading journal in the field English for Specific Purposes (Elsevier) is currently ranked number one in terms of scholarly impact by Google Scholar Metrics in the category 'English language and literature' (Google Scholar Metrics, 2022). In the last decade, a number of important collections of ESP research have been published, including The handbook of English for Specific Purposes (Paltridge & Starfield, 2013), The Routledge handbook of English for academic purposes (Hyland & Shaw, 2016), and The Routledge handbook of language and professional communication (Bhatia & Bremner, 2017). The coverage given to world English perspectives in these studies has varied greatly, however. For example, in a study by Paltridge and Starfield (2013), key areas of ESP research include EAP, English for science and technology, English in the workplace, business English, legal English, aviation English, English for medical purposes, English for nursing, thesis and dissertation writing, and English for research publication purposes. Other sections of the volume include coverage of 'ESP and language skills,' 'ESP and pedagogy,' and 'Research perspectives and methodologies in ESP research.'

Studies on various aspects of EFL teachers' beliefs are almost abundant in the literature. For example, the teachers' feedback, their correction of students' errors, and their beliefs concerning the use of students' first language (L1) are just some of the aspects of the beliefs EFL teachers hold. But in so far as the ESP teachers' beliefs and attitudes are concerned, there appears to be no previous study carried out to date.

Researchers in ESP has mainly centered on what should be thought and the implications of this for curriculum development, syllabus and material design, with occasional hints at the role of learners in the learning process (Sherkatolabbasi, and Mahdavi, 2012). With some exceptions (such as Northcott and Brown, 2006), as Watson Todd (2003) suggests, there has been little research into the effective decision ESP teachers make in the teaching process. As far as the research on ESP is concerned, the majority of the studies carried out in Iran have fairly exclusively focused on the analyzing the needs of the students along with some hints at the textbooks, methodology and evaluation utilized in ESP/EAP courses. For instance, various researches have been conducted focusing on the ESP needs of university students.

Among, such studies are the ESP materials of the university of Tabriz (Dudly-Evans, 1976), analyzing discourse and formal needs of students of psychology and sociology (Fakharzadeh, 2000), A reappraisal study of discipline – based EAP program in Iran (Atai, 2000), Iranian EAP program in practice (Atai, 2002a), A genre-based reading comprehension course for the students of dentistry (Atai, 2002b), Teaching English for specific purposes: a no man's land area of activity: Investigating ESP courses administrated in Iranian universities (Eslami-Rasekh, 2005) and developing a profile of the ESP needs for students of medical and midwifery (Mazdayasna, 2008). The general consensus in all these studies is that the relevance of English course to the students' needs would improve their motivation and thereby make the learning process more efficient and faster.

Within the same line of reasoning, in Iran, although there are excessive comments on practice, materials design, development, and methodology of EAP/ ESP courses (Atai 2000; Eslami-Rasekh and Valizadeh, 2004; Mazdayasna and Tahirian, 2008), practical research on the beliefs ESP teachers hold in relation to what compromises an acceptable course is unsatisfactory in quantity, at last.

Generally speaking, the research on ESP teachers' beliefs and attitudes seems to be at an early stage. In other words, as the literature on the issues indicates, there are few previous studies which investigated the beliefs ESP/EAP teachers' hold as relates to their decisions and classroom practices.

In their study, Wu and Chung (2011) explored a teacher's beliefs in a tertiary-level course of English for academic purposes (EAP) in a general university in central Taiwan employing qualitative ethnographic techniques. The participants were one teacher seven students in a senior thesis writing course. The data was collected through classroom observations and document archives together with ethnographic interviews. The researchers concluded with a framework for EAP teaching practice the embedded conceptualizations of which accounted for this study revealed that dynamic classroom interactions among leaners make the knowledge construction (from awareness to underlying literacy) easier.

Similarly, few studies have examined the ESP in-service teacher training program on the beliefs and instructional practices of Iranian ESP teachers as well as students' achievements. The findings of this study revealed the effective role the training program on the beliefs and classroom practices of Iranian ESP teachers. The study also found significant differences between the achievements of students who enjoyed trained ESP instructors in comparison to those who received untrained ESP instructors. These writers highlight the need to redefine the roles and responsibilities of the English language teaching (ELT) and content instructors in the ESP curriculum development of Iran's academic settings. They go to suggest that the most appropriate case for the actual presentation of the ESP courses would be the cooperation of ELT and content teachers. "The two parties can join in a collaborative task in order to set the goals and plan the needs assessment projects. From cultural and sociological standpoints; however, we wonder whether these two parties can come to a mutual agreement about conducting ESP courses" (Rajabi et al., 2012, p. 261).

In countries where English is mainly used for academic purposes such as Iran, ESP plays a highly important role. In Iran, there are three major different contexts of ESP in which content teachers, language teachers, and professional ESP teachers at Language Departments of each discipline teach ESP.

Sherkatolabbasi, and Mahdavi (2012) carried out a study on ESP teachers and students' attitudes in which they evaluated ESP teachers in three mentioned ESP contexts at several Iranian universities such as Shahid Beheshti, Isfahan, and Guilan Universities. For this purpose, at the first stage, the researchers interviewed 15 teachers and 30 students and observed 20 classes. At the second, 470 teachers and students of medical and Para-medical faculties were asked to participate in the study. A survey was run through distributing a 101-item questionnaire for teachers and an 83-item one for students, each one was checked through a pilot study and with a high reliability, among the participants.

The results indicated that teachers' and students' opinions of the current situation regarding their ESP context, especially the methodology, matched with each other. The results concerning the three contexts showed that context of Language Department in each discipline is the most effective one as far as ESP teaching parameters are concerned and students and ESP teachers at Language Department were mostly satisfied with their courses. On the other hand, the context of content teachers is the least effective one with the most problematic areas. This finding, in researchers' view, suggests that if ESP courses are offered by professional ESP teachers of Language Department in each faculty, the shortcomings could be minimized.

Thus, the present study was carried out to broaden the scope of studies carried out so far in the area of ESP teachers' and students' perceptions of their courses to evaluate and compare different contexts to find out which one is preferred as the most effective one.

Method

The total number of ESP teachers both males and females who participated in this study was twenty two ($n=22$). The teachers were teaching English for specific purposes at 4 different universities (Razi University, Islamic Azad University, Kermanshah branch, Payame-Noor University, and Elmi-Karbordi University) in Kermanshah city, Kermanshah, Iran. The participants were selected according to the type the ESP course they were teaching on the basis of availability sampling. For example, if in a university there were four ESP teachers; attempts were made to interview all of them if they were available and eager to take part in the study.

The number of male teachers was almost equal to the number of female participants; that is, the total number of male participants was twelve ($n=12$) whereas the number of female teachers didn't exceed ten ($n=10$). Since the participants' gender was not among the aims of this study, the participants were interviewed asked to fill in the questionnaire at times when they had free time. In other words, they were not interviewed, for example, prior to their class times in order to have enough time and energy to ponder the questions posed. In addition, they were provided with a pocket English to Persian dictionary as a gift on the part of the researcher.

The researcher attended universities at a particular hour and the teachers fill in the questionnaire. Then, they were interviewed in their free times most often outside the university. The participants held M.A. and PhD degrees in different disciplines such as chemistry, accounting, mathematics, and law, to name a few. They were pretty experienced in their specialized fields since they had more than four years of teaching experience.

It has to be noted at this stage that prior to the implementation of the data collection phase, a background questionnaire was administered to find more information about the participants' motivation and educational background. More precisely, the subjects were asked for information about biographical details, such as age, gender and mother tongue, and other aspects related to their previous contact with English language or their motivations toward this language. A summary of the questionnaire is provided in table 1 below:

Table 1 . Personal information about the teachers participating in this study (background questionnaire).

N	22
Mean Age	32.3
Gender	
Male	12
Female	10
Mother Tongue	
Persian	11
Kurdish	9
Another Language	22
Mean years teaching English	4.6
Self- reported Proficiency	
Advanced	0
Upper Intermediate	4
Intermediate	10
Lower Intermediate	8
Beginner	0
Motivation	
Job	14
Means of communication	1
Interest in teaching	4
Interest in English language	2
English speaking country visited	
Yes	0
No	22
Other foreign languages	
Yes	1
No	21

Contact with people by using English	
Yes	2
No	20
Exposure to English outside the classroom	
Yes	3
No	19

As can be observed in the above table, the mean age of participants was almost 32 since the teachers' age ranged between 26 and 42 years old. Participants were asked to specify what their mother tongue was.

Another important aspect was to find out the length the participants had taught English specific and/or general purpose in order ascertain that they are homogenous concerning their knowledge of the subject matter and the target language. As the table shows, Participants' mean years of teaching English was 4.6 which seems acceptable as far as the established beliefs and attitudes are concerned. In fact, the participants can be categorized as experts in their career (see literature review for a discussion on the concepts of "novice and expert"). With regard to their knowledge of the English language, the researcher was also interested to know learners' self-reported proficiency in English. First, the participants were asked to report their proficiency in the four different skills. None of the participants reported having either an advanced or a beginner level of English, which seemed unify the two grounds toward an intermediate level of English.

Apart from all these issues, the researcher was also interested in knowing their real opinions regarding teaching English. As depicted in table 1 above, learners' interests differed for various reasons. Most participants found English to be an important instrument for their careers as teachers. Interestingly, one participant claimed that English was an important language for use as a means of communication that highlighted its usefulness when traveling abroad. Finally, other teachers that they liked to teach foreign languages and particularly English regarding participants' visits to an English-speaking country (i.e., Canada), although it is important to mention that this teacher had stayed in for a period of three months. Similarly, only one teacher reported that he was learning another language apart from English (German), although she had only studied that language for one year at the most.

The last two questions inquired about whether the participants had any contact with English outside the language classroom. Only a few said that they employed the English language to communicate with other people, mainly through the Internet, and most of the teachers did not have any exposure to English language through watching TV, listening to the radio or reading a magazine or newspaper.

Taking into consideration all the information mentioned above, it seems that they shared general and homogeneous backgrounds. Most important of all was the fact the participants' main contact the English language was restricted to the ESP classroom and foreign language classroom setting in case of two of the participants who held a MA in TEFL (teaching English as a foreign language).

Instruments

Besides the background questionnaire, three instruments were exerted in order to elicit both reliable and valid data. Since there were no previous studies on ESP teachers' beliefs and attitudes, attempts were made to develop a new questionnaire. The questionnaire was, as a result, taken from several related previous studies (i.e., 2002; Sherkatolabbasi et al., 2012; etc.) and was fairly entirely modified to conform to the present study's contextual elements. In addition to themes gathered from previous studied on teachers' beliefs and attitudes, the research observed several ESP classes so as to come up with some important components of such courses with specific reference to the methodologies followed by ESP teachers and the activities they implemented in the classroom. Apart from the observations, the researcher interviewed several experienced and novice ESP informally prior to the actual data collection phase. In fact, the goal was to important as many as themes ESP teachers believed in. furthermore, the first draft of the questionnaire was concurrently administered to several teachers other than the participants along with a previously utilized reliable and valid questionnaire on EFL teachers' beliefs (Prodomou, 2002) to examine the extent to which the new questionnaire correlated with the previous questionnaire on EFL teachers' beliefs. Indeed, the newly developed questionnaire was piloted. The results indicated an acceptable amount of correlation between the two instruments (i.e., $r=0.81$) indicating the reliability of the new questionnaire. The new questionnaire included 30 items on a Likert scale to elicit teachers' beliefs and attitudes concerning the teaching ESP. there are five choices for each item the most appropriate of which the participants were asked to circle as the one they believed to be true in their view. The choices for each of the 30 items were as follows: 1) Totally agree, 2) agree, 3) neither agree or disagree, 4) disagree, 5) totally disagree.

Items included in this questionnaire underline the main points discussed in previous sections, the concepts such as the role of L1 in language teaching, the correction of errors, type and time of assessment, the students' needs, educational policies, classroom actions and practices, teaching materials and etc.

In addition to the questionnaire and in order to come up with some reliable and valid data, the teachers were also interviewed. The aim of the interview was to give the participants an opportunity to elaborate their views about and their experiences in teaching ESP courses. The interview questions were developed based on items of questionnaire and some other aspects which could not be incorporated into the questionnaire due to the fact that they elicited information which necessitated open-ended responses. In other words, the interview questions were designed so as to provide the participants with opportunities to contemplate on their beliefs and actions. The interview, encompassing eight questions, lasted some 8-15 minutes for each individual teacher and was conducted in Persian due to teachers' low proficiency in speaking fluently. The questions were asked from participants in a semi structured interview. It should be noted that the teachers' attitudes (i.e., positive/negative) concerning crucial aspects of ESP enterprising were examined during the interview as well. This was done by asking the participants to express their attitudes about some factors associated with ESP. the factors were taken from the idea put in the questionnaire and the interview. The teachers' attitudes were sought informally in Persian.

In addition to the questionnaire and interview, a third instrument was utilized in the present study; i.e., observation. The purpose of the observation was to delve into the prevalent classroom actions of the ESP teachers. Accordingly, the researcher had a colleague of his attend the classes as a student with the permission of the teacher. This way, the teachers did not know they were observed and as a result, they were acting as usual. The observer, holding MA in TEFL, had been told to take notes while the teachers were teaching paying attention to specific actions/ practices they adhered to. The instruments are provided in appendices A and B.

Data collection procedure

This study aimed to investigate beliefs of ESP teachers with their attitudes and prevailing classroom actions. In order to achieve this aim, both qualitative and quantitative techniques were utilized. The 30-item-questionnaire was first administered to 22 participants each at a time. It should be noted that all participants were selected from different universities on the basis of availability sampling. The researcher gave short introduction to project and identified its advantages both for classroom teachers and teacher education courses prior to the administration phase. Interviews were conducted with the teacher a week after the questionnaire had been administered and audio recorded. These were essential in providing qualitative information about teachers' beliefs and attitudes towards ESP enterprise in Iran. The interviews were semi-structured.

It should be noted that 7 teachers out of 22 were reluctant to take part in the interview due to some personal reasons. The researcher then interviewed the rest of participants each on a different session each taking 8-15 minutes. The obtained data from the questionnaire and the interview were later analyzed. The researcher asked the question in Persian due the fact that the teachers were not confident enough about their own command of English. Therefore, they were interviewed in Persian.

Data analysis procedure

After the process of data collection, the obtained data were transcribed into table 2. The process of the data collection followed these steps: all participants' filled questionnaires were rated and analyzed and the frequencies of each choice (1) Totally agree, 2) agree, 3) neither agree or disagree, 4) disagree, 5) totally disagree were calculated for all the 30 items. Later, obtained frequencies of all items were converted to percentages to determine the overall value each one of the questionnaire items. Finally, the obtained frequencies and percentages were also transcribed and analyzed to come up with teachers own ideas that may have gone unnoticed in the questionnaire items.

Results

The data obtained through the questionnaire was analyzed and the results of the data analysis are tabulated in the table ۳, and table ۴. Table ۳ tabulates the frequency of each of the five choices of individual item. Table 4.2 tabulates the percentages of each choice.

Table ۳. The frequencies of the five choices of individual items of the questionnaire.

items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	1	10	4	7	0



2	0	3	0	14	5
3	0	2	0	9	11
4	21	1	0	0	0
5	9	7	4	2	0
6	2	15	1	4	0
7	0	3	3	13	3
8	17	5	0	0	0
9	14	7	1	0	0
10	5	11	1	4	1
11	19	2	1	0	0
12	6	16	0	0	0
13	3	11	2	6	0
14	0	2	2	10	8
15	2	4	6	9	1
16	5	13	3	1	0
17	0	3	2	11	6
18	7	13	2	0	0
19	3	14	0	0	0
20	5	12	1	4	0
21	2	6	9	5	0
22	0	3	11	5	3
23	0	0	2	12	8
24	4	9	3	4	2
25	0	0	1	4	17
26	11	10	1	0	0
27	1	5	4	7	5
28	0	5	1	15	1
29	1	10	2	7	2
30	11	8	1	1	1

Table 3. below tabulates the percentage of each of the five choices of the individual items of the questionnaire. The percentages make it easier to discuss the different belief and attitudes ESP teachers hold.

items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	4	45	18	32	0
2	0	14	0	64	23
3	0	9	0	41	50
4	96	4	0	0	0
5	41	32	18	9	0
6	9	68	4	18	0
7	0	14	14	59	14
8	77	23	0	0	0
9	64	32	4	0	0
10	23	50	4	18	4
11	86	9	4	0	0
12	27	73	0	0	0
13	14	50	9	27	0
14	0	9	9	45	36
15	9	18	27	41	4
16	23	59	14	4	0
17	0	14	9	50	27
18	32	59	14	4	0
19	36	64	0	0	0
20	23	54	4	18	0

21	9	27	41	23	0
22	0	14	50	23	14
23	0	0	9	54	36
24	18	41	14	18	9
25	0	0	4	18	77
26	50	45	4	0	0
27	4	23	18	32	23
28	0	23	46	68	4
29	4	45	9	32	9
30	50	36	4	4	9

Questionnaire items

To pinpoint different leaves and actions of ESP teachers, it is incumbent here to discuss and analyze the data obtained from the questionnaire and interview. Accordingly, the items of the questionnaire are discussed along with the answers provided by the participants of the study.

It should be noted that the results obtained from the questionnaire are summarized in the tables above. It is also important to note that the questionnaire items and the interview questions utilized in the present study were administered to participants in Persian due to low English proficiency the teachers suffered from. In fact, this will contribute to face and content validity of the instruments in eliciting the reliable information. Besides, the exact number of questionnaire items in the Persian version was 35. However, this number was cut to 30 while translating the items into English on the accounts that some of the items were included mainly to cross check certain others in the Persian version and need not be translated into English as far as the discussion purposes are concerned. The same is true with interview questions.

To begin with the questionnaire items, the first one inquired whether the ESP course should be taught only by subject matter teachers. As the tables above indicate, 45% of participants agreed with this view, while 18% of participants didn't have any idea and 32% of them disagreed. The diversity of answers from total agreement to disagreement indicates that the teachers do not hold unanimous beliefs and attitudes in this regard. However, the majority of teachers took side with the idea proposed in the first item. As far as classroom practices and actions are concerned, nevertheless, most of classes in Iranian context are taught by subject matter teachers. However, the considerable percentage of teachers; 32% held that other options (two teachers) seem more practical. This statistic points to the fact that most teachers are not satisfied with the ESP courses as taught by subject matter teachers and as a result do not spell out other choices.

The second item examined teachers' beliefs about translating the keywords and specialized passages into Persian and the necessity of having a student's listen to the teacher. An analysis of respondents' answers to this item showed that 64 percent of them disagreed, 23% strongly disagreed while 14% agreed. It is interesting to note that these statistics are reviewing the beliefs of teachers not what they usually do in the classroom. A very quick look at classrooms in Iranian context would immediately bring to the fore the fact that almost all teachers have a deep rooted tendency to translate technical and semi-technical vocabulary items along with the passages. This in part can be justified by the observation that students in this context have been taught using Grammar-Translation method in general in English courses, and as a result, they draw the line at any other method except the one with which they feel confidence and comfort. The third question inquired that teachers' beliefs about the role of teacher as an absolute authority in the classroom that enjoys the central position in the classroom. 50% of the participants strongly disagreed and 41% disagreed with this idea. And 9% of participants agreed with this item. It seems that the majority of the teachers strongly believed in the notion that the students should be given voice in the classroom. That is, the teacher is not the only power in the classroom. On the other hand, a good ESP teacher has to accept his students and take into account their rights, needs, and interests. As with the fourth question in the questionnaire, almost all the teachers strongly agreed; i. e., 96%. This item dealt with the knowledge base of ESP teachers, the idea that ESP teachers should be equipped with sufficient knowledge of the subject matter. As far as classroom actions are concerned, this seems to be the case. But the problem lies in the fact that they are knowledgeable in their subject matter in Persian language; when it comes to making use of their knowledge in English, they confront many difficulties.

The reasons behind this lack of congruence relates to ESP teacher training courses and their experiences as students. In such courses, teachers are not usually asked to present anything in English. Their English practice is just

limited to translating some articles into Persian. Furthermore, as the students, the present ESP teachers were also taught by such methods and procedures from which they dare not to take distance.

The fifth questions centered on the inclusion of students' opinions and interests in classroom discussions. This item was, in a way, a cross-check of the third item as well. 41% of respondents strongly agreed with these items 3% agreed with it while an only 9% of them disagreed. Important in this regard is the way in which discussions are held. Most often than not, discussions are held with a limited reference to English. However, be it in Persian or English, the inclusion of the students in classroom discussions seems to motivate them a technique implemented by ESP teachers.

The next item focused on the notion of adjusting and adapting the difficulty level of materials (items) to students' different levels of general English proficiency, a belief with which 68% of participants agreed and 18% disagreed. Such adjustments entail a competency in general English on the part of ESP teacher; since adaptations are viable if the agent is adroit and knowledgeable. In classroom reality, this doesn't seem to happen since the ESP teachers are not that much competent. Further, the students are so heterogeneous that if advanced ESP teachers are hired to teach them, they would fail in a short period of time.

The seventh item read as, "it is a good idea to have a general English teacher and the subject matter teacher teach ESP collaboratively". Surprisingly enough, 60% of the participants disagreed with this idea and 14% strongly rejected it. However, 14% of participants were neutral and fourteen percent agreed. This can be explained by the fact that subject matter teachers do not view general English teachers as capable of teaching ESP courses on the grounds that they do not have sufficient subject matter related knowledge. However, the major reason behind the rejection of team teaching seems to lie in the notion that the teaching of ESP by two teachers simply causes problems in class management, syllabus, etc. Nevertheless, some 3 participants out of 22 agreed with team teaching in ESP classes. These participants might have been more familiar with the advantages of team teaching.

The next item drew upon meeting the students' needs and expectations with which 77% of participants strongly agreed, 23% agreed. As far as their cognitions in these systems are concerned, ESP teachers recognize the importance of taking into consideration the needs and expectations of students in their classes. The point to be made here is to what extent such a belief is realized in classroom and the degree to which it is reflected in the actions taken by ESP teachers. On the face of it, teachers do not appear to take important steps to meet the students' needs. More precisely, such a concern entails that teachers carry out a needs analysis prior to course actually begins a stage which is not observed in the ESP enterprising in the Iranian context. Quite related to this idea is the notion that a considerable number of ESP teachers do not seem to be familiar with the importance of students' needs; i. e., both language-learning needs and subject-matter needs.

The 9th item stressed the use of materials (textbooks, articles, etc.) appropriate to the students' specific needs and language ability. Almost all the teachers agreed with the implementation of relevant materials in ESP classes. In more statistical terms, 64% of respondents strongly agreed with this, 32% agreed with it and the left 4% were neutral. Again, there is an evident discrepancy between teachers' beliefs and their actual classroom practices. This is more evident in the use of the same textbook for a class of heterogeneous students. Similarly, the kinds of activities are not relevant to the students' level of language proficiency. What should ESP teachers rely on under such circumstances? Part of the answer to this question lies in the fact that the teachers sequence the materials from easy to difficult so that the less proficient students can feel that the course is responsive to their needs and level of English language proficiency.

Item no 10 read as "I believe ESP teachers should make use of the students' mother- tongue so as to foster their comprehension." 50% of participants took side with this idea and 23% of them strongly agreed with it while 23% disagreed. Generally, the use of students, mother-tongue in foreign language classrooms is warranted especially at the beginning of language-learning experience because of low proficiency of learners. In ESP classes, the students are expected to have already learned some basic competence in the foreign language. Taking this into account, ESP teachers are seen to stick to the students' mother-tongue as the main medium of instruction. Several factors may contribute to the above observation. First, the ESP teachers themselves are not proficient enough to switch the English due to a lack of knowledge of morph-syntactic structures. Second, the students' listening and comprehension skills usually fall behind the gap. In other words, they cannot understand English well.

Again, this is related to the lack of or even dearth of mastery of general English knowledge. Third, both teachers and students feel a kind of comfort and confidence in communicating in a code in which they are competent. In spite of high percentage of agreement with the use of LI (mother-tongue), 18% of participants disagreed with its use in ESP classes. These participants (n=4) seem to enjoy from an acceptable level of English proficiency. In fact, these teachers might have taught general English courses or they may have attained some upper intermediate levels of English proficiency. The classroom practices adhered to in ESP courses in the Iranian context are fairly entirely based on the use of the students' mother tongue; i. e., Persian language.

The next item in the questionnaire inquired the use of instructional aids such as charts, diagrams, pictures and other instructional aids in ESP classes with which 95% of participants to excite. The teachers stressed the beneficial effects of using as really as in their classes indicating the fact that such too has contributed to the students' comprehension. Back to the actions taken in the classroom, teachers rarely make use of such aids due to several reasons among which are lack of institutional support, class time limits, and the fact that most of realia and instructional aids which should be used are related to technical equipment which are only available in laboratories. Such a status of affairs leads one to conclude that one of the settings in which ESP classes can be best held is the context of laboratory where students can understand the meaning of technical terms and expressions much more authentically.

Item no 12 focused on the actual presentation of the content to be taught. In other words, this refers to the sequencing of materials based on a logical procedure. The term logical used in this context denotes some sort of order. It means that the ESP teacher has to follow a preordained cycle or procedure in presenting the new materials. Almost all the participants agreed with this item. As far as teachers' practices and actions are concerned, however, this doesn't seem to be the case. The viable solution appears to lie in the hands of textbook developers to sequence the materials in a way that the teachers can modify to fit the students' needs.

The next item in the questionnaire inquired the ESP teachers' beliefs about testing. 64% of the participants agreed with the view that ESP tests should be only contain subject matter related items without any considerable items testing general English proficiency. However, it should be noted that 9% of participants were neutral and 27% disagreed. It seems that Iranian ESP teachers conceive of general English just as a medium for presenting an introducing the contents in as a result to not seem its inclusion in the SP tests as important. Accordingly, in their actual testing practices, teachers suffice testing the specific content without bothering themselves to develop items which test at both general English in the subject matter content simultaneously.

Item no 14 examines the importance of memorizing the materials with which 82% of participants disagreed. The next item asked, 'should the ESP teachers have the students speak and write in English?' almost half of the participants disagree with this view; 27% were neutral and 7% agree. In reality, the teachers do not ask the students to speak and write in English. This can be explained by the fact that the ESP teachers themselves aren't competent enough to speak and write in English and consequently do not require their students to do so. Nevertheless, 27% of teachers agreed with this idea. The reasons for such agreement is explained in the discussion of item no 10.

The next item read as "the teaching materials are specified prior to the course begins and taken from one or two sources." Some 82% of respondents agreed with this item, 14% were neutral and the only 4% disagree. This actually happens in ESP classes where the materials are specified before the course begins with that any concern for the students' needs and interests. In service Iranian ESP teachers do not seem to be familiar with the principles of curriculum development. That means, they are not knowledgeable about different types of syllabi. For example, a kind of syllabus which is most allegedly appropriate for ESP classes is known as the negotiated syllabus in which both the teacher(s) and students negotiate different elements of the syllabus alongside the course not prior to it.

Item no 17 focused on the assessment especially the summative type of assessment. Some 80% of participants disagree with the idea that the students' achievements should be evaluated at the end of the course. Back to teachers' action, this is not the case. In fact, they do not check the students' achievement in several different stages. Several factors among others may be behind such an observation, the time of ESP classes does not allow for several tests to be administered. Second, the test construction is a process which necessitates expertise and time. Third, most ESP teachers do not have sufficient competence in English to devise items which test students' achievements as reliable and valid as possible.

Item no 18 elicited the participants' beliefs about reflective teaching, the kind of teaching in which the teachers reflect on their actions and practices in the classroom. 90% of respondents agreed with the notion of reflection and the role of the ESP teacher as that of facilitator of the learning problems of the students. The next item drew participants' attention to one of the principles of learning; namely, the axiom that learning is a continuous and constant process with which all the participants agreed.

Item no 20 was a cross check for item no 17. This item inquired the teachers' beliefs about assessment in ESP classes. The answers provided to this item are discussed in the explanation for item 17. However, the feasibility of assessing the students' achievement in ESP classes is open to question due to the shortness of such courses. The time devoted to ESP in the Iranian context does not leave room for several tests to be administered in the same course.

The next item dealt with ESP teachers' use of English language outside the classroom as a means for communication. 36% of teacher participants agreed with this idea. These teachers may have been enjoying upper-intermediate levels of English proficiency or may have been motivated to use English instrumentally for some specific future goals. However, 41% of participants had no idea in this regard and 23% of them disagreed with it. This may be related to their little English proficiency.

Item no 22 read as “As an ESP teacher, I am satisfied with my current competence in English.” Almost half of respondents were neutral on this idea; fair to 7% disagreed with it, and 14% agreed. Those who agreed were among the teachers with upper-intermediate English proficiency. But those with no idea remained conservative. That is, they saw themselves somewhere in between neither incompetent nor competent enough.

The next item in the questionnaire read as, “As an ESP instructor, I think teaching specialized English is just a waste of time in face of students' low general English proficiency.” Almost all of the participants disagreed with this idea. They emphasize the deficiency of ESP classes. However, they stressed the need for more work on the general proficiency of students. They were unanimous in articulating the fact that most of the ESP class time has to be spent on general in which not on the specific English.

Item no 24 inquires the ESP teachers' beliefs and attitudes about error correction and two types of correction; namely, self-correction and peer correction. Some 60% of participants believe that when the students make mistakes and errors, they should be allowed to finish the task at hand and have themselves correct the errors/mistakes (self-correction) or have other students correct them (peer correction). However, 27% of teachers didn't believe in this idea and stressed the importance of immediate on-time correction of errors either by the teacher or others. These teachers may be mainly preoccupied with the notion that the errors, if not corrected immediately, we're more likely result in the formation of some bad habits and eventually need to fossil as a nation. In the actual practices ESP teachers have the tendency to immediately correct the students' errors because of these students are not capable of correcting their own errors and the errors committed by other students.

Item no 25 read as, “As an ESP instructor, I think the books compiled to be taught, meet the students' needs.” Almost all the participants disagree with this idea. In reality, the ESP text and interests. It should be noted that attempts have been made recently to develop materials based on the results of needs analysis.

The next item inquired teachers' beliefs about effective teaching methods with which almost all of the participants agreed. The ESP teachers are well aware of the importance of implementing new appropriate and efficient methodologies in teaching. A very quick glance at current ESP classes, however, indicates that the Iranian in-service ESP teachers are still following the traditional grammar translation method of language-teaching in which translation skill, vocabulary memorization, and usage are emphasized over meaningful communication. Such practices and activities are justified, at least on the part of teachers, on several grounds. Most importantly, the teachers and students have been educated under such a method throughout their English language courses. Next, grammar translation method does not require expertise on the part of teacher. Last but not least is the fact that the educational system does not necessitate a shift in the methodologies currently implemented.

Item no 27 read as, “As an ESP instructor, I think the teaching and even the learning of the specialized English is just based on teaching grammar, vocabulary, and reading skill.”

55% of participants disagreed with this idea while 7% of them believed in it. This can be explained by the same reasons which were stated for the previous item. However, teachers who agreed with this item (n=6) seemed to be deeply pre-occupied with the principles of grammar translation method, both from linguistic and psychological grounds.

Item no 28 was a reformulation of item 24. In general, 72% of participants disagreed with the notion of immediate correction of errors. (See the discussion for item no 24)

The next item emphasized the use of English when teaching ESP courses. Almost half of the participants agreed with the fact that the ESP teachers should speak in English while 40% of them didn't believe in such a view. (See the discussion for item no 10)

The last item in the questionnaire inquired the ESP teachers' beliefs and attitudes regarding the necessity of consulting ESP teachers in the process of curriculum development, decision-making and the wider educational policies. 86% of respondents believed in this idea. In reality, however, decisions are made, educational policies are planned and textbooks and other ESP materials are developed by those dwelling in the ivory towers without any voice from ESP teachers and even students. In fact there is a top-down approach in ESP enterprising in Iran.

Interview questions

The interview conducted in this study consisted of 8 items. In fact, the interview was conducted in order to examine ESP teachers' actions and practices together with their beliefs and attitudes. The results obtained from the analysis of the data gathered through the interview are here discussed. Attempts have been made to come up with some themes as highlighted in the participants' responses to the interview questions. The first question in the interview asked, “How long or how many years have you been teaching this subject? And what kind of ESPs have you ever taught?” The majority of the participants had some 3-10 years of teaching the subject matter they were instructing at the time of the interview. Among the ESP courses they have taught were English for the students of Accounting, English for the

students of (private) Law, English for the students of Civil Engineering, English for the students of Mathematics, English for the students of Sociology, and English for the students of Political Sciences to name just a few.

The second question in the interview sought the participants' views and practices on teaching methodologies they adhere to in their classrooms. Among the major themes the participants referred to were reading the passages once or twice, translating the key words and expressions, guiding the students to do the exercises, and explicit teaching of grammatical structures with specific reference to tenses.

The next question examined the participants' attitudes and beliefs about the use of students' LI in the classroom. The participants stressed the constructive role of LI in designing a classroom syllabus, explaining grammatical points, classroom management, instructing language learning skills and sub-skills, and performing all types of activities. Generally they believed that Persian is the only code they can resort to in the face of ESP students' low general English proficiency.

The fourth question read as "What are the characteristics of a good ESP practitioner

(Instructor) " the participants highlighted some critical features such as mastery of the content knowledge, a good command of general English, being familiar with the new trends in the field, taking care of the students' needs and interests, and utilizing new and efficient methods of teaching.

The next question focused on correcting the students' errors. Most of the participants pointed out that the students should be provided with opportunities to correct their errors. Moreover, some of the interviewees emphasized the importance of peer correction. On the whole, most teachers were against the immediate correction of students' errors on the part of the teacher.

Question no 6 read as, "What's your opinion about the current ESP materials? Are they appropriate or not? Do they need to be changed?" The responses to this question highlighted the fact that the materials are not suitable because they are just based on some long lists of vocabulary items and long passages followed by some restricted mechanical drills without any concern for the target situations of language use. In addition, the participants stated that the materials do not take into consideration students' needs and expectations. In fact, the interviewees argued for a change in the way ESP materials are developed. As part of this change, ESP teachers and students, in their attitude, should be consulted prior to the actual development of ESP materials.

The next question focused on the idea of team teaching in ESP classes. That is, having two teachers, a subject-matter teacher and a general English teacher, teach ESP. the participants did not seem to hold positive views in this regard. More precisely, they contended that the presence of 2 teachers in the same classroom will more likely cause problems to class management, syllabus implementation, teaching methodology, and evaluation techniques. However, the idea seems practical, some of participants mentioned, if there is a complete match between the two teachers.

The last question in the interview read as, "Are there any skills you emphasize the most in your classes? (Speaking, listening, writing, or reading)" Not surprisingly, the majority of the participants pointed to reading comprehension as the skill ESP students should master. They further stated that since the textbooks are reading oriented, they usually do not work on other skills. However, some of the interviewees stated that it is a good idea to maximize students' writing skill due to the fact that writing is essential to -i. -continue one's study in graduate and post graduate levels. In addition, some of the teachers referred to the importance of speaking and listening skills and argued that these skills should be exercised in general English classes. They indicated that the main goal of ESP courses is to build students' content knowledge in English and the time allows only for reading activities. However, the majority of interviewees agreed with the importance of the 4 skills to be included in the ESP course syllabus; but the fact is that since the teachers themselves are not proficient enough in speaking, listening, and writing skills and as a result, do not consider teaching these skills as significant. As far as the ESP teachers' actions are concerned, they work just on reading skill because of their low English proficiency.

ESP teachers' attitudes

As far as the ESP teachers' attitudes are concerned, the researcher tried to address the attitudes towards ESP teaching in the process of interviewing. Along with each interview question, the participants' attitudes regarding different aspects of ESP were sought. For instance, teachers held positive attitudes towards the idea of team teaching where the language teacher and the subject-matter teacher teach the ESP collaboratively. In fact, there were obvious overlaps between their beliefs and attitudes. More specifically, participants held positive attitudes towards those aspects of ESP in which they believed while their attitudes were almost negative in cases of aspects in which they didn't believe.

Moreover, most participants didn't hold positive attitudes as regards their actions in the classroom and the current ESP practicing in Iran. The teachers have revealed their dissatisfaction with their actions by stating that they cannot teach as they wish to you to several reasons. For one thing, they had negative attitudes and setting down level of general English proficiency of ESP students. Furthermore, there were negative attitudes towards the materials in ESP courses which were limited to a pre-specified textbook with per** poor activities and unauthentic passages". Among other aspects for which there were negative attitudes held by ESP teachers are the type of assessment, error correction, needs analysis, etc. with regard to needs analysis, participants didn't seem to hold positive attitudes. In fact, the ESP teachers stated that there is no needs analysis stage in the current Iranian ESP enterprising, a factor which has led to the present disappointing and non-promising status of affairs.

Observations

As discussed in method section, the third instrument used in this study was observation. The purpose of the observations done was to provide a clear picture of the actions and teaching practices carried out by the teachers in real classroom setting. Overall, the following observations were made as concerning the actions done by the teachers in real classroom situation.

First, in a typical session somewhere in the middle of the curricular course, the ESP teachers started their teaching with reading a new passage. From the very beginning, the teachers discussed some general ideas about the topic of the new lesson in Persian, to make the students ready for the new lesson. This can be conceived of as a warm-up stage. This may be gone partially to tap the students' prior content and background knowledge. At the nexus step, the teachers read one paragraph and then read it again translating the key words into Persian. In some occasions where the sentences were structurally and semantically difficult, and under demand of some students, the teachers translated the whole sentence. The same was true for the rest of the paragraphs. Having finished reading the passage, some students were asked to read the passage written translation some of the sentence into Persian. In case of frustration errors, the teachers had some other students correct the errors. It should be noted that the teachers were not concerned about the correct pronunciation of the words and expressions. This can be explained by the fact that the teachers themselves, in case of subject-matter teachers, where experiencing problems with correct pronunciation.

As homework, students were assigned to do the comprehension exercises at the end of the passage. On the next class session, the teacher had some of the students read parts of the passage to check whether they had practiced reading the text. Along with reading the text, the students were asked to translate the sentences into Persian. After this activity, the students were asked one by one to read the comprehension questions at the end of the text and to provide the answers. It should be noted that throughout the class time, the teachers spoke in Persian rather than in English.

In most cases, interestingly enough, the students failed to read the questions correctly as far as the pronunciation was concerned. Furthermore, the kind of answers to the comprehension questions were incomplete, a fact that left the teachers with no other choice than doing the exercises themselves. Disappointed with the poor general English proficiency of their students, ESP teachers participating in the present study tried to teach some basic grammatical structures during the rest of the class time. The students were required to take notes and to get ready for a quiz in the upcoming session. The quiz was to be administered orally and its goal was to check whether the students had memorized the meaning of the vocabulary items.

Discrepancies between teachers' beliefs and actions

At first glance, the actions carried out by teachers in ESP classes were merely based on the principles of Grammar Translation Method (GTM) of language teaching, the method which puts considerable amount of emphasis on mechanical drills, translation skills, grammar and vocabulary knowledge, memorization and reading. Interesting in this regard is the observation that the subject matter teachers who might have never heard of GTM we're following its principles in action. This can be explained by the very fact that these teachers were acting based on the previous learning experience when they were students here it is most likely that the ESP teachers were basing their actions on the methods with which they were taught in their language classes previously.

Another explanation for the actions taken by the teachers in this study comes from the idea that the students

are reluctant to adapt themselves to new methodologies, if any, implemented by the teacher. Obviously, students who attend ESP classes do not expect anything different from what they have experience in general English courses. More precisely, whatever the teachers' level of expertise and experience, the students do not seem to take serious actions to come to terms with new methods of teaching English, be it general or specific. In the face of such realities, ESP teachers get exhausted soon and stick to the deep-rooted GTM in their teaching practices and actions.

The results of observations as discussed above indicate considerable degree of discrepancies between ESP teachers' beliefs and their actions. In other words, the cognitions of the teachers are usually kept intact in ESP classes primarily due to the demands of students and curriculum. As a result, ESP teachers base their actions on what they do not live in simply because the context does not require them to do so. In some, there are tremendous differences between what teachers think and what they do in real classroom setting. For instance, the results of the questioner indicated this trend tendency in teachers to the most of the class time in English whereas, in reality, the kind of English used in ESP classes, as a dozen nations show, is limited to the reading of the passage by the teacher as a model.

Summary

This study examined the Iranian ESP teachers' beliefs, attitudes, and actions. In fact, an understanding of English for specific purposes (ESP) teachers' cognition as manifested in the beliefs they hold has a lot to do with the success of ESP courses and can potentially help teacher educators design ESP courses more efficiently. The present study aimed at investigating Iranian in-service ESP teachers' beliefs and attitudes and the extent to which such beliefs exert influence on their classroom practices. A total number of 22 ESP teachers took part in the study. The participants' beliefs and attitudes were elicited through a 30-item questionnaire on a Likert scale. In addition to the questionnaire, the participants were interviewed. The interview consisted of 8 questions which were mainly concerned with the teachers' actual classroom practices. The results of the study indicated that the beliefs and attitudes ESP teachers' held with regard to different aspects of ESP influenced their classroom actions. However, there were also discrepancies between teachers' beliefs and their actual classroom practices an issue which can be accounted for by several factors such as students' low general English proficiency, inappropriate materials, time limitation, etc. more specifically, discrepancies were observed in the use of students' mother tongue (i. e., Persian) in the ESP classroom, translating texts from English to Persian, assessing students' achievements, and correcting learners' errors among others.

Conclusion

This study examined the Iranian ESP teachers' beliefs, attitudes, and actions. The hypothesis formulated based research question was "there are no significant effects of Iranian ESP teachers' beliefs on their teaching practices in the classroom" is rejected as far as the data analyzed is concerned. In fact, ESP teachers' actions and classroom practices are a reflection of their beliefs and attitudes about learning and teaching. However, the study seems to have provided some answers the research questions paused. In addition, it broadens the scope of the studies dealing with teachers' beliefs and attitudes. The findings of the presents study are significant o the accounts that no previous study to date has examined the beliefs and attitudes of Iranian ESP teachers. In sum, different beliefs and attitudes of ESP teachers were examined along with their actual classroom practices. In fact, there is a close relationship between the respondents' past learning experiences and their beliefs and attitudes towards teaching ESP. more specifically, what the current ESP teachers carry out in their classes is in part influenced by their past experiences. Nevertheless, some of the issues found in this study are highlighted here.

ESP Students' Motivation

A corollary of the beliefs and attitudes held by the ESP teachers point to a lack of students' motivation in ESP classrooms. Generally, ESP students are not motivated enough in their classrooms. This lack of motivation may be the result of some factors such as students' negative attitudes about the efficiency and outcomes of ESP courses; low proficiency in general English, inappropriate and boring textbooks, inappropriate syllabus design, and lack of concern for their interests and needs .However, the ESP teachers can compensate for such factors by suitable lesson planning, devising interesting classroom activities, and negotiating the syllabus with the students.

REFERENCES

- Adelson, B. (1981). Problem solving and the development of abstract categories in programming languages. *Memory & Cognition*, 9, 422-433.
- Allen, L. Q. (2002). Teachers' pedagogical beliefs and the standards for foreign language learning. *Foreign Language Annals*, 35(5), 518-529.
- Atai, M. R. (2000). ESP revisited: A reappraisal study of disciplined-based EAP programs in Iran. Unpublished Ph.D. Dissertation. Esfahan University, Iran.
- Atai, M. R. (2002a). Iranian EAP programs in practice: A study of key methodological aspects. *Sheikhbahaee ELT Journal*, 1(2), 1-15.
- Atai, M.R. (2002b). ESP methodology revisited: A genre-based reading comprehension course for the students of dentistry. *Indian Journal of Applied Linguistics*, 28(1), 77- 90.
- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Berliner, D. C. (1986). In pursuit of the expert pedagogue. *Educational Researcher*, 15(7), 5-13.
- Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186-188.
- Borg, S. (2003). Teacher cognition in language teaching: a review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109.
- Borg, S. (1999). The use of grammatical terminology in the second language classroom: a qualitative study of teachers' practices and cognitions. *Applied Linguistics*, 20, 95-
- Borg, S. (1998). Teachers' pedagogical systems and grammar teaching: A qualitative study. *TESOL Quarterly*, 32(1), 9-38.
- Brindley, G. (2004). Needs analysis. In M. Byram (Ed.), *Routledge Encyclopedia of language teaching and learning* (pp.438-441). New York: Taylor and Francis.
- Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle and Heinle.
- Brownlee, J. P. & Boulton L. G. (2001) Changing epistemological beliefs in pre-service teacher education students. *Teaching in Higher Education*, 6(2), 247-268.
- Chase, W. G., & Simon, H. A. (1973). Perception in chess. *Cognitive Psychology*, 4, 55-81.
- Carter, K., Sabers, D. S., Cushing, K. S., Pinnegar, S., & Berliner, D. C. (1987). Processing and using information about students: A study of expert, novice and postulant teachers. *Teaching and Teacher Education*, 3, 147-157.
- Clark, C. M., & Peterson, P. L. (1986). Teachers' thought process. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 255-296). New York: Macmillan.
- Crystal, D. (2003). *English as a global language* (2nd ed.). New York: Cambridge UP.
- Day, R. R., & Conklin, G. (1992). The knowledge base in ESL/EFL teacher education. Paper presented at the 1992 TESOL Conference, Vancouver, Canada.

- Donaghue, H. (2003). An instrument to elicit teachers' beliefs and assumptions. *ELT Journal*, 57(4).
- Dreyfus, H. L., & Dreyfus, S. E. (1986). *Mind over machine*. New York: Free Press.
- Dudley-Evans, T. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.
- Dudley-Evans, T. & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Eslami-Rasekh, A. (2005). *A no man's land area of activity: Investigating ESP courses administered in Iranian Universities*. Proceedings of the First National ESPTEAP Conference. The center for Research and Development in Humanities of SAMT, Tehran, Iran.
- Eslami-Rasekh, Z. (2010). Teachers' voice vs. students' voice: A needs analysis approach to English for academic purposes (EAP) in Iran. *English Language Teaching*, 3(1), 3-10.
- Essen, A. (2000). The rise and role of English as an international language: Some educational consequences. *Humanizing Language Teaching*, 2(4).
- Fakharzadeh, M. (2000). *Analyzing discorsal and formal needs of students of Psychology and sociology*. Unpublished MA thesis. University of Isfahan, Isfahan, Iran.
- Farhady, H. (2006). Reflections on and directions for ESP materials development in SAMT. In Kiani & Khayamdar (Eds.), *Proceedings of the First National ESP/EAP Conference*, Volume 3. Tehran: SAMT Publication.
- Fathman, A., & Whalley, E. (1990). Teacher response to student writing: Focus on form versus content. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 178-190). Cambridge: Cambridge University Press.
- Ferris, D. R., Pezone, S., Tade, C. R., & Tinit, S. (1997). Teacher commentary on student writing: Descriptions and implications. *Journal of Second language writing*, 6, 155- 182.
- Ferris, D. R., & Roberts, B. (2001). Error feedback in L2 writing classes: How explicit does it need to be? *Journal of Second Language Writing*, 10, 161-184.
- Flowerdew, J., & Peacock, M. (2001). Issues in EAP: A preliminary perspective. In J. Flowerdew & M. Peacock (Eds.), *Research perspectives on English for academic purposes* (pp. 8-24). Cambridge: Cambridge University Press.
- Freeman, D. (2002). The hidden side of the work: Teacher knowledge and learning to teach. *Language Teaching*, 35, 1-13.
- Hafner, A. (2013). The discursive construction of professional expertise: Appeals to authority in barrister's opinions. *English for Specific Purposes*, 32, 131–143.
- Google Scholar Metrics. (2022). English language and literature. Retrieved from [https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=hum_english language literature](https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=hum_english+language+literature).
- Gonzalez, L. E., & Carter, K. (1996). Correspondence in cooperating teachers' and student teachers' interpretations of classroom events. *Teaching and Teacher Education*, 12(1) 39-47.
- Grossman, P. L. (1995). A psychological view of teachers: Teachers' knowledge. In L. W. Anderson (Ed.), *International encyclopaedia of teaching and teacher education* (2nd ed.). Oxford: Pergamon.

- Grossman, P. L. (1992). Why models matter: An alternate view of professional growth in teaching. *Review of Research in Education*, 62(2), 171-179.
- Guillaum, A. M., & Rudney, G. (1993). Student teachers' growth independence: An analysis of their changing concerns. *Teaching and teacher Education*, 65-80.
- Hyland, K., & Jiang, F. (2021a). Delivering relevance: The emergence of ESP as a discipline. *English for Specific Purposes*, 64, 13–25.
- Hyland, K., & Jiang, F. (2021b). A bibleometric study of EAP research: Who is doing what, where and when? *Journal for Academic Purposes*, 49, [100929]. <https://doi.org/10.1016/j.jeap.2020.100929>
- Johns, A. M. (2013). The history of English for Specific Purposes research. In B. Paltridge & S. Starfield (Eds.), *The history of English for Specific Purposes* (pp. 5–30). Oxford: Wiley-Blackwell
- Hermann-Brennecke, G. (2004). Attitudes and language learning. In M. Byram (Ed.), *Routledge encyclopaedia of language teaching and learning* (pp. 53-58). London: Routledge.
- Horwitz, E. K. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: a review of BALLI studies. *System*, 27, 557-576.
- Howatt, A. P. R. (2004). *A History of English Language Teaching*. (2nd ed.). Oxford: OUP.
- Hutchinson, T. (1988). Making materials work in the ESP classroom. In D. Chamberlain & R. J. Baumgardner (Eds.), *ESP in the classroom: Practice and evaluation*. *ELT Documents* 128 (pp. 71-75).
- Hutchinson, T., & Waters, A. (1987). *English for specific purpose: A learning-centered approach*. Cambridge: Cambridge University Press.
- Jenkins, J. (2000). *The phonology of English as an international language: New model, new norms, new goals*. Oxford: Oxford University Press.
- Johns, A. M., & Dudley-Evans, T. (1991). English for scientific purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25(2), 297-313.
- Johns, A. M., & Price-Machado, D. (2001). English for specific purposes: Tailoring courses to Students need and to the outside world. In M Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.) (pp. 43-54). Boston: Heinle&Heinle.
- Johnson, K. (1994). The emerging beliefs and instructional practices of pre-service English as a second language teachers. *Teaching and Teacher Education*, 10(4), 439-452.
- Johnson, K. (1982). *Communicative syllabus design and methodology*. Oxford: Pergamon.
- Johnson, K. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English *Journal of Reading Behavior*, 24(1), 83-108.
- Kagan, D. M. (1990). Ways of evaluating teacher cognition: Inferences concerning the Goldilocks principle. *Review of Educational Research*, 60,3, 419-469.
- Leinhardt, G., & Greeno, J. G. (1986). The cognitive skill of teaching *Journal of Educational Psychology*, 78(2), 75-95.
- Many, J. E.; Howard, F. & Hoge, P. (2002). Epistemology and pre-service teacher education: How beliefs about knowledge affected our students' experiences. *English Education*, 34(4), 302-322.

Mazdayasna, G. (2008). Developing a profile of the ESP needs for the students of medical and midwifery in Iran. Unpublished Ph.D. dissertation. University of Isfahan, Isfahan, Iran.

McDonough, J., & Shaw, C. (1993). *Materials and methods in ELT*. Oxford: Blackwell. Moslemi, F., Moinszadeh, A., & Dabaghi, A. (2011). ESP needs analysis of Iranian MA students: A case study of the University of Isfahan. *English Language Teaching*, 4(4), 121-129.

Murphy, E. 2000. Strangers in a strange land: Teachers' beliefs about teaching and learning French as a second or foreign language in online learning environments. Retrieved 3 October 2012 from <http://www.nald.ca/fulltext/stranger.htm>

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall.

Oanh, D. T. (2007). Meeting students' needs in two EAP programmes in Vietnam and New Zealand: A comparative study. *RELC*, 38 (3), 324-349.

O'Connell, R. I. (1994). The first year of teaching. It's not what they expected. *Teaching & Teachers Education*, 10(2), 205-17.

Orr, T. (2001). English language education for specific professional needs. *JEEE Transactions on Professional Communication*, 44(3), 207-211.

Orr, T. (1995). *Models of professional writing practices within the field of Computer Science*. Unpublished Ph.D. dissertation. Ball State University.

Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*. 62, 307-332.

Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29(2), 177-195.

Peterson, P. L., & Comeaux, M. A. (1987). Teachers' schemata for classroom events: The mental scaffolding of teachers' thinking during classroom instruction. *Teaching and Teacher Education*, 3, 319-331.

Prodromou, L. 2002. From Mother Tongue to Other Tongue. Retrieved 22 October 2012 from: <http://www.geocities.com/cgabrielatos/Bone>

Rajabi, P., Kiani, G., & Maftoon, P. (2012). ESP in-service teacher training programs: Do they change Iranian teachers' beliefs, classroom practices and students' achievements? *Ibérica*, 24, 261-282.

Renzaglia, A., Hutchins, M., & Lee, S. (1997). The impact of teacher education on the beliefs, attitudes, and dispositions of pre-service special educators. *Teacher Education and Special Educations*, 4, 360-377.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Richards, J. C. Platt, I., & Platt, H (1992) *Longman dictionary of language teaching and applied linguistics* (2ed edition). UK: Richard Clay plc, Bungay.

Richards, J., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). London: Longman.

Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula (Ed.)

Handbook of research on teacher education (pp. 102-119). New York: Macmillan.

Robertson, P. & Nunn, R. (2010) 'Foreword'. *The Asian ESP Journal*, Special Edition: The 1st Asian ESP Conference. Chonqing University.

Robinson, P. C. (1991). *ESP today: A practitioner's guide*. Englewood Cliffs, NJ: Prentice Hall.

- Rovengo, I. (1992). Learning to teach in a field-based methods course: The development of pedagogical content knowledge. *Teaching and Teacher Education*, 8, 69-82.
- Rust, F. (1988). How supervisors think about teaching. *Journal of Teacher Education*, 39(2), 56-64.
- Ryan, P. 2004. Teacher thinking. In M. Byram (Ed), *Routledge encyclopaedia of language teaching and learning* (pp. 610-616). New York: Taylor and Francis.
- Sanders, J. R. (1992). *Evaluating school programs: An educator's guide*. Corwin Press.
- Schemp, P. G., Manross, D., Tan, S. K. S., & Fincher, M. D. (1998). Subject expertise and teacher's knowledge. *Journal of Teaching in Physical Education*, 17, 342-356.
- Sherkatolabbasi, M., & Mahdavi, A. (2012). Evaluation of ESP teachers in different contexts of Iranian universities. *International Journal of Applied Linguistics & English Literature*, 1(2), 198-205.
- Shoenfeld, A. H., & Herrmann, D. J. (1982). Problem perception and knowledge structure in expert and novice mathematical problem solvers. *Journal of Experimental Psychology: Learning, Memory & Cognition*, 8, 484-494.
- Strawitz, B. M., & Malone, M. R. (1986). The influence of field experiences on stages of concern and attitudes of pre-service teachers toward science and science teaching. *Journal of Research in Science Teaching*, 23, 311-320.
- Stevens, P. (1992). English as an international language: Directions in the 1990s. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 27-47). Urbana: University of Illinois Press.
- Stevens, P. (1988). The learner and teacher of ESP. In D. Chamberlain & R. J. Baumgardner, (Eds.), *ESP in the classroom, practice and evaluation*. ELT Documents, 128 (pp. 39- 44).
- Stevens, P. (1980). *Teaching English as an International Language: Practice to Principle*. Pergamon Press.
- Stuart, C., & Thurlow, D. (2000). Making it their own: Pre-service teachers' experiences, beliefs, and classroom practices. *Journal of Teacher Education*, 51(2), 112-121.
- Swales, J. (2000) . Languages for specific purposes . *Annual Review of Applied Linguistics*, 20, 59-76.
- Swales, J. (1988). *Episodes in ESP*. Prentice Hall.
- Varnosfadrani, Azizollah Dabaghi (2009). Teaching English for specific purposes. In: Reinelt, R. (Ed.), *Into the next decade with (2nd) FL teaching* (pp. 181-201). Rudolf Reinelt Research Laboratory EU Matsuyama, Japan.
- Waters, A. (1988). ESP: Back to the future! *Especialist*, 9(1), 27-43.
- Wenden, A. L. (1999). An introduction to metacognitive knowledge and beliefs in language learning: Beyond the basics. *System*, 27, 435-441.
- West, R. (1998). ESP-State of the art. Retrieved 2012-09-19 from <http://www.man.ac.uk/CELSE.esp/west.htm>.
- Witte, R. V. (2000). *The ELI curriculum. Design, Innovation and management*. X Blackwell.
- Widdowson, H. G. (1983). *Learning purpose and language use*. Oxford: Oxford University

Press.

Widdowson, H. G. (1990). Aspects of language teaching. Oxford: Oxford University Press.

Widdowson, H.G. (1997). EIL, ESL, EFL: Global issues and local interests. *World Englishes*, 16(1), 135-46.

Woods, D. (1996). Teacher cognition in language teaching: Beliefs, decision-making, and classroom practice. Cambridge: Cambridge University Press.

Wu, G., & Chung, D. (2011). Exploring a teacher's beliefs in an EAP course: A qualitative perspective. *Taiwan International ESP Journal*, 3(1), 31-64.

Yarmohammadi, L. (2005). ESP in Iran from language planning perspective. *Proceedings of the First National ESP/EAP Conference*, Volume 2. Tehran: SAMT Publications.

Zacharias, N. T. (2003). A survey of tertiary teachers' beliefs about English language teaching in Indonesia with regard to the role of English as a global

language'. Unpublished MA thesis. Assumption University of Thailand: Institute for English Language Education.